

# You Belong In Here.

## EDUC 1300 LEARNING FRAMEWORKS

### Course Syllabus

<b>Course title:</b>	EDUC 1300 Academic Strategies (based on Learning Frameworks)
<b>Semester:</b>	Spring 2023
<b>Location:</b>	LBD 1026
<b>Instructor:</b>	Gail Malone, Ph.D.
<b>Contact info:</b>	<a href="mailto:gmalone@southplainscollege.edu">gmalone@southplainscollege.edu</a> (806)716-2240; my office is on the Levelland campus, but I am amenable to meeting with you here at the Downtown Center or we can do a Zoom session if you wish to make an appointment. My office hours are 8:00 am – 3:00 pm Monday-Thursday. I am here to help you and support your success,



Communication is of the highest importance, and I'll be contacting you via [yournamexxx@southplainscollege.edu](mailto:yournamexxx@southplainscollege.edu) email, **not through Blackboard**. Please check your **SPC student** email every day; I'll be emailing frequently and you want to be sure you have all the information you need to be successful in this course! If you have trouble logging into your student email, check at the Information Desk or with a tutor for help. Tutor Services are a tremendous resource for student success and you should be a frequent visitor.

#### Required materials:

- **Learn Like a Pro: Science-based Tools to Become Better at Anything** by Barbara Oakley and Olav Schewe [You can buy it at the SPC bookstore or Amazon.com for \$13.39 with free shipping or \$9.99 for the Kindle version. It is cheap and a good read. You may also be able to find it at Walmart or Target or another discount store. See footnote about Amazon.<sup>1</sup>]

<sup>1</sup> You can get 6 months of Amazon Prime free as a student. Visit

[https://www.amazon.com/amazonprime?\\_encoding=UTF8&hvadid=381655816699&hvdev=c&hvexid=&hvnetw=g&hvpone=&hvpos=1t1&hvptwo=&hvqmt=e&hvrnd=2721140072158935846&planOptimizationId=WLPStudentMonthlyEligiblePlans&primeCampaignId=studentWlpPrimeRedir&primeCampaignIdPref=studentWlpPrimeRedir&ref=pd\\_sl\\_5bvjl7yil\\_e&ref=st\\_wlp\\_pr\\_redir&tag=goohydr-20](https://www.amazon.com/amazonprime?_encoding=UTF8&hvadid=381655816699&hvdev=c&hvexid=&hvnetw=g&hvpone=&hvpos=1t1&hvptwo=&hvqmt=e&hvrnd=2721140072158935846&planOptimizationId=WLPStudentMonthlyEligiblePlans&primeCampaignId=studentWlpPrimeRedir&primeCampaignIdPref=studentWlpPrimeRedir&ref=pd_sl_5bvjl7yil_e&ref=st_wlp_pr_redir&tag=goohydr-20) for more information. If you order through Amazon Prime, you can get books with free delivery in 2 days.

- **The Noticer** by Andy Andrews [You can buy a copy in the bookstore or you can find it on the Internet ranging from \$1.89 to \$17.99 a copy. At Amazon.com, it is \$12.88 with free shipping or Kindle version for \$10.99. Used copies start at \$2.64.]<sup>2</sup> You may also find it for less at a discount store.

***The SPC bookstore does price matching. If you find a book somewhere at a cheaper price, the SPC bookstore will sell you the book for the same price – just bring proof of the cheaper price.***

- A current South Plains College catalog<sup>3</sup> [See footnote; available online.]
- A current South Plains College Student Guide [See footnote; also available online.]
- Materials for taking notes (paper, pen, notebook, etc.)

If you bought a different book for this course, return it and get a refund. I will provide lots of materials and resources you will need for the course. You do need computer and Wi-Fi access. Many assignments are online. To prove that you have done an online assignment, you can take a screenshot of an image and show me in class or email me a document or image ([gmalone@southplainscollege.edu](mailto:gmalone@southplainscollege.edu)). **The library has some laptops and wi-fi hotspots available for checkout at the Information Desk in the front entrance.**

Another resource that may be helpful is an OER (open educational resource) available through OpenStax called **College Success** (Go to <https://openstax.org/details/books/college-success> and check it out.).

**Note:** Microsoft Office 365 is now available to all SPC students. You will have access to email, file storage, and Microsoft Office applications: Word, Excel, PowerPoint, Access, Publisher, Outlook, Skype and OneDrive by logging into <https://office.com> or <http://portal.office.com/account/#installs> for more apps. All new student correspondence will be sent to your new 365 email account ([student1234@southplainscollege.edu](mailto:student1234@southplainscollege.edu)) and also forwarded to your Gmail account that will remain active.

If you have any questions, please call the Help Desk (806) 716-2600.

**Course description: (3:3:0)** This course is a study of the 1) research and theory in the psychology of learning, cognition, and motivation, 2) factors that impact learning, and 3) application of learning strategies. Theoretical models of strategic learning, cognition, and motivation serve as the conceptual basis for the introduction of college-level student academic strategies. Students use assessment instruments to help them identify their own strengths and weaknesses as strategic learners.

Note: Students are expected to integrate and apply the learning skills discussed across their own academic programs and become effective and efficient learners. Students developing these skills should be able to draw continually from the theoretical models they have learned. This course is recommended for all students, especially nontraditional students and students on academic probation and is required for students returning to college after academic suspension or by placement by the Admissions Committee.

**This course is about learning more about yourself (your strengths, preferences and weaknesses) so you are more successful at everything you do.**

**Course purpose:** The purpose of this course is to provide students with the opportunity to explore, identify, and develop skills and attitudes that will lead to academic and life success.

**Course philosophy:** Everyone is important and has something to say and contribute to the course. There are no secrets. There are no victims. There are no solos. This course is based on a value system of focused attention, personal responsibility, integrity, risk-taking, contribution and teamwork.

<sup>2</sup> **The SPC bookstore has price matching. The SPC Bookstore will match the price of books sold by Amazon and Barnes and Noble.**

<sup>3</sup> Catalogs and Student Guides are accessible online at the college website (<http://www.southplainscollege.edu>).

### Course objectives

In this course, students will learn

- **Critical Thinking Skills** – creative thinking, innovation, inquiry and analysis, synthesis and evaluation of information, including cognitive and metacognitive strategies leading to improved academic performance;
- **Communication Skills** – effective development, interpretation and expression of ideas through written, oral and visual communication, including papers and presentation;
- **Teamwork** – ability to consider different points of view and to work effectively with others to support a shared purpose or goal, including working on team projects and presentations;
- **Social Responsibility** – intercultural competence, knowledge of civic responsibility and the ability to engage effectively in regional, national and global communities; this includes the social responsibility of wear a face mask or covering to protect vulnerable individuals from the coronavirus;
- **Personal Responsibility** – ability to connect choices, actions and consequences to ethical decision-making, such as assuming responsibility for choices made, decisions derived and actions taken, including ownership of their college education, and developing an attitude of success towards tasks and challenges in college and in life along with behaviors of regular classroom attendance and participation, with identification of personal strengths and weaknesses resulting in a plan to transform weaknesses into areas of competence and manage college stressors;
- **Resource Utilization** – ability to utilize campus resources including the library and the Teaching and Learning Center (including tutoring) and to know how to contact a major advisor and develop a degree plan.

**THESE ARE CORE COMPETENCIES FOR THE COLLEGE CURRICULUM** [taken from the **Texas Core Curriculum** (<https://reportcenter.highered.texas.gov/agency-publication/miscellaneous/elements-of-the-texas-core-curriculum/>)].

**Grading scale:** Your grade will be determined by the following:

Assignments = 50% [Exams and projects count 3 times as much as daily assignments.]

Attendance and Participation = 50% [If you have more than 6 absences, I advise you to consider dropping the course. Students with excessive absences rarely make an acceptable grade in the course.]

**I WILL NOT DROP YOU FOR NOT ATTENDING THE COURSE AND/OR NOT DOING THE ASSIGNMENTS.**

# FOMO

**Miss class and fail the course**

Grades are based on the following scale:

- 90 to 100 = A
- 80 to 89 = B
- 70 to 79 = C
- 60 to 69 = D
- 0 to 59 = F

COVID-19 Policy: If you are experiencing any of the following symptoms, please do not attend class and either seek medical attention or test for COVID-19.

- Cough, shortness of breath, difficulty breathing
- Fever or chills
- Muscles or body aches
- Vomiting or diarrhea
- New loss of taste and smell

Please also notify DeEtte Edens, BSN, RN, Associate Director of Health & Wellness, at [dedens@southplainscollege.edu](mailto:dedens@southplainscollege.edu) or 806-716-2376. Proof of a positive test is required. A home test is sufficient but students must submit a photo of the positive result. The date of test must be written on the test result and an ID

included in the photo. If tested elsewhere (clinic, pharmacy, etc.), please submit a copy of the doctor's note or email notification. Results may be emailed to DeEtte Edens, BSN, RN at [dedens@southplainscollege.edu](mailto:dedens@southplainscollege.edu). A student is clear to return to class without further assessment from DeEtte Edens, BSN, RN if they have completed the 5-day isolation period, symptoms have improved, and they are without fever for 24 hours without the use of fever-reducing medication. Students must communicate with DeEtte Edens, BSN, RN prior to their return date if still symptomatic at the end of the 5-day isolation.

**Make-up Policy:** It is important to attend every class and be mentally present in class. However, if you are not feeling well, you will be asked to stay home to help prevent the spread of illness. You may make-up assignments, following these guidelines:

- \*You will have one week from your last absence to make-up missed work.
- \*You must contact the professor about your absence;
- \*You **DO NOT** need a doctor's note, but you do need to communicate with me about your absence;
- \*If you do not contact me about being absent/being sick, you may not make up missed assignments.

*When you send an assignment as an email attachment, identify the file with the name of the assignment and your name; for example, EXAM1yourlastname, initial first name. **Be sure to include your name on all your assignments.***

**Academic Integrity:** It is the aim of South Plains College to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present assignments which he or she has not honestly performed is regarded as a serious offense. If another student has provided the work, that student is equally at fault. Offenders are liable to the consequences for cheating and plagiarism as described in the SPC catalog in sections, "Academic Integrity" and "Student Conduct." Consequences can range from an F in the course to suspension from the college.

Do not, under any circumstances, turn in another student's work as your own. Do not, under any circumstances, give your work to anyone else to turn in as his/her own. Both situations are representative of academic dishonesty and will be treated as such.

**Student Code of Conduct Policy:** Any successful learning experience requires mutual respect on the part of the student and the instructor. Neither instructor nor student should be subject to behavior that is rude, disruptive, intimidating, aggressive or demeaning. Student conduct that disrupts the learning process or is deemed disrespectful or threatening will not be tolerated and may lead to disciplinary action and/or removal from the class.

**Diversity Statement:** In this class, the teacher will establish and support an environment that values and nurtures individual and group difference and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

**Disability Services/Section 504 Statement of Non-Discrimination:** In accordance with the requirements of the titles of the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973 as amended in 1992, South Plains College will not exclude or discriminate against any individual with a disability from the full attainment and access to post-secondary education, and equal enjoyment of its services and facilities. The College does not discriminate on the basis of disability and will provide reasonable accommodations in its policies, practices, or procedures when such modifications are necessary to afford its services and facilities to individuals with disabilities, unless the modifications would fundamentally alter the nature of its services. College policy also assures equal opportunity for all qualified persons in admission or participation in, or employment in the activities through which the College operates. The College maintains that regulations that prohibit exclusion and discrimination on the basis of disability may necessitate different or special treatment of persons with disabilities. Services and benefits should be equally as effective or equivalent to those provided to others. Services and benefits to persons with disabilities must be in the most integrated

setting appropriate to the persons' needs in order to be non-discriminatory. More information is available on the College's Disability Services website at <http://www.southplainscollege.edu/health/disabilityservices.php>. If you believe that an action or decision made by the Disability Services Office violates your rights, you may initiate a grievance procedure. Your first step should be to address the problem with the Coordinator of Disability Services. If you are still not satisfied, you should contact the Director of Health & Wellness. If your concerns are not resolved at this level, the Vice President of Student Affairs can provide direction on further appeals procedures.

Information on student appeals and the academic appeals procedures are published in the General Catalog at [http://catalog.southplainscollege.edu/content.php?catoid=50&navoid=1361%20#Student\\_Conductand](http://catalog.southplainscollege.edu/content.php?catoid=50&navoid=1361%20#Student_Conductand) at [http://catalog.southplainscollege.edu/content.php?catoid=50&navoid=1367#Disability\\_Services](http://catalog.southplainscollege.edu/content.php?catoid=50&navoid=1367#Disability_Services). Specific procedures, including ADA/504 complaints, are outlined in the Student Guide at <http://catalog.southplainscollege.edu/index.php>.

South Plains College does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Dr. Stan DeMerritt, Vice President for Student Affairs, South Plains College, 1401 College Ave., Box 5, Levelland, Texas 79336 (806) 716-2360 [sdemerritt@southplainscollege.edu](mailto:sdemerritt@southplainscollege.edu)

**Title IX Statement of Non-Discrimination:** As part of its commitment to maintaining a positive learning, working, and living environment free from discrimination, South Plains College complies with Title IX of the Education Amendments and Texas Education Code 51 Subchapter E-3, which prohibits discrimination and harassment based upon sex in an institution's education programs and activities. Title IX prohibits sexual harassment, including sexual violence, of employees or students at South Plains College sponsored activities and programs whether occurring on or off campus. Title IX also protects third parties, such as visiting student athletes, from sexual harassment or sexual violence in South Plains College's programs and activities. Prohibited harassment includes acts of verbal, nonverbal or physical aggression, intimidation or hostility based on sex, even if those acts do not involve conduct of a sexual nature; sex-based harassment by those of the same sex; and discriminatory sex stereotyping. South Plains College will take prompt action to investigate and resolve reports of sexual harassment or sexual violence in accordance with Title IX. South Plains College's Title IX Coordinator information is as follows: Dr. Stan DeMerritt, Vice President for Student Affairs, Student Service Building, Levelland, TX 79336 (806) 716-2360 [sdemerritt@southplainscollege.edu](mailto:sdemerritt@southplainscollege.edu) More information regarding SPC's Title IX policy on Sexual and Gender-based Misconduct can be found at <http://www.southplainscollege.edu/about/campusafety/sah.php>.

**Title IX Pregnancy Accommodations Statement:** If you are pregnant, or have given birth within six months, Under Title IX you have a right to reasonable accommodations to help continue your education. To [activate](#) accommodations you must submit a Title IX pregnancy accommodations request, along with specific medical documentation, to the Health and Wellness Center. Once approved, notification will be sent to the student and instructors. It is the student's responsibility to work with the instructor to arrange accommodations. Contact the Health and Wellness Center at 806-716-2529 or [email\\_dburleson@southplainscollege.edu](mailto:email_dburleson@southplainscollege.edu) for assistance.

**Campus Concealed Carry Statement:** Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in South Plains College buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and South Plains College policy, license holders may not carry a concealed handgun in restricted locations. For a list of locations and Frequently Asked Questions, please refer to the Campus Carry page at: <http://www.southplainscollege.edu/campuscarry.php> Pursuant to PC 46.035, the open carrying of handguns is prohibited on all South Plains College campuses. Report violations to the College Police Department at 806-716-2396 or 9-1-1.

**Taping or Filming a class:** Instructor permission is required for taping or filming a class session or segment. This includes a student with ADA accommodations.

**Academic Support Services:** Access electronic resources, chat with a librarian, get help with your citation, and find short videos to help you get started with using resources. **Computers** (Chromebooks and laptops) and **Wireless Internet**

**Hotspots** are available for checkout. Visit the Academic Support Center on first floor or <https://southplainscollege.libguides.com/> or contact the library at Levelland (806-716-2330 or [library@southplainscollege.edu](mailto:library@southplainscollege.edu)).

**Wireless Assistance:** A link to phone carrier assistance plans for cellular data and wireless can be accessed at <http://www.southplainscollege.edu/emergency/wifi-resources.php>. **Internet Access** is available in the Downtown Lubbock Center east parking lot and the west and north side of the Lubbock Career and Technology Center.

**Scheduling an Appointment for Tutoring**

**SPC Tutors**

Tutoring is FREE for all currently enrolled students. Make an appointment or drop-in for help at any SPC location or online! Visit the link below to learn more about how to book an appointment, view the tutoring schedule, and view tutoring locations: <http://www.southplainscollege.edu/exploreprograms/artsandsciences/teacheredtutoring.php>

**Tutor.com**

You also have 180 FREE minutes of tutoring with Tutor.com each week, and your hours reset every Monday morning. Log into Blackboard, click on the tools option from the left-hand menu bar. Click on the Tutor.com link and you will automatically be logged in for free tutoring. You may access tutor.com tutors during the following times:

Monday – Thursday: 8pm-8am

6pm Friday – 8am Monday morning

For questions regarding tutoring, please email [tutoring@southplainscollege.edu](mailto:tutoring@southplainscollege.edu) or call 806-716-2538

**Student Contract:** You are required to read this syllabus and sign the attached contract (**page 22**). Due no later than **January 25**.

**Tentative Schedule for Spring 2023**

DATE	TOPIC	ASSIGNMENT(S)
1 Jan 18	Getting started Who are you? What are you doing here?	<b>Write a short paper</b> (150 – 300 words) telling me about yourself, why you are taking this class, what you want to learn in this class this semester and what your goal(s) after college is/are. <b>Due on January 25.</b> <b>Read the syllabus.</b> Sign the contract (Due no later than <b>January 25</b> .) Today in class we will watch <a href="https://www.youtube.com/watch?v=hfGmZvrO_hQ">https://www.youtube.com/watch?v=hfGmZvrO_hQ</a> . <b>Read <i>The Noticer</i></b> by Andy Andrews (chapter 1: <a href="https://www.andyandrews.com/ms/the-noticer/The-Noticer-Chapter-One.pdf">https://www.andyandrews.com/ms/the-noticer/The-Noticer-Chapter-One.pdf</a> ) <b>Keep reading it. You should have completed the book by March 1.</b>
2 Jan 23	Q&A	Get someone to take your picture while you are studying for a class. Email the picture to me <b>before class on January 25</b> at <a href="mailto:gmalone@southplainscollege.edu">gmalone@southplainscollege.edu</a> . Go to <a href="https://brainhealthassessment.com/">https://brainhealthassessment.com/</a> and take the Brain Health Assessment. Be prepared to show me a screen shot of your results in class on <b>January 30</b> .
3 Jan 25	What is this course? Key Concepts	The Science of Learning Watch Dr. Amen on Lessons from Brain Scans <a href="https://www.youtube.com/watch?v=esPRsT-Imw8">https://www.youtube.com/watch?v=esPRsT-Imw8</a> (14:36 minutes). <b>Short papers and signed contracts are due today.</b>
4 Jan 30	The Human Brain	Dr. Marian Diamond Brain Video <a href="https://lunaproductions.com/young-minds/">https://lunaproductions.com/young-minds/</a> <b>Take Career Assessment at</b> <a href="https://southplainscollege.emsicc.com/?radius=10%20miles&amp;region=Levelland%2C%20TX">https://southplainscollege.emsicc.com/?radius=10%20miles&amp;region=Levelland%2C%20TX</a> . Start reading <i>Learn Like a Pro</i> (chapters 1 and 2.) <b>Brain Health Assessments are due today.</b>

5 Feb 1	Preparing for the Future: Transfer/Career Information and More	<p>Guest Speaker: Yolanda Salgado</p> <p><b>Long-term Assignment: Make an appointment with an advisor to develop a degree plan for your coursework at South Plains College. A copy of your completed degree plan is due on or before midnight May 1. Be sure you discuss with your advisor your plans for transfer or starting your career.</b></p> <p>Take the <b>Mindset Quiz</b> online.<sup>4</sup> <a href="https://www.positivityguides.net/test-your-mindset-quiz/">https://www.positivityguides.net/test-your-mindset-quiz/</a></p> <p>Take the <b>GRIT Scale</b> online <a href="https://angeladuckworth.com/grit-scale/">https://angeladuckworth.com/grit-scale/</a>.</p> <p>Watch <b>Angela Duckworth on achievement:</b> <a href="https://www.youtube.com/watch?v=qacFnxSfSC4">https://www.youtube.com/watch?v=qacFnxSfSC4</a> (18:37 minutes). Take notes.</p> <p>Mindset and GRIT results are due <b>February 6</b>.</p>
6 Feb 6	Mindsets/ GRIT	<p><b>Mindset and GRIT assessments due.</b></p> <p><b>Read chapter 3 in Learn Like a Pro.</b></p> <p>Take the <b>LASSI</b>. Due on <b>February 8</b>.</p> <p>Go to <a href="https://www.collegelassi.com/lassi/">https://www.collegelassi.com/lassi/</a></p> <p>School Number: <b>82324</b></p> <p>User Name: <b>mpxk</b></p> <p>User Password: <b>ylkw</b></p>
7 Feb 8	LASSI	<p>LASSI due. You can print the results for later reference or show me a screenshot of your results graph. Know your scores. Pay attention to your high and low scores.</p> <p><b>Read chapter 6 in Learn Like a Pro.</b></p> <p>Take the <b>Typology Assessment</b> (<a href="http://www.humanmetrics.com/personality/">http://www.humanmetrics.com/personality/</a>), Personality assessments due on <b>February 13</b>.</p>
8 Feb 13	Typology	<p>Take the <b>VARK</b>. <a href="http://vark-learn.com/the-vark-questionnaire/">http://vark-learn.com/the-vark-questionnaire/</a></p> <p>Take the <b>Emotional Intelligence Quiz</b>. <a href="https://www.mindtools.com/pages/article/ei-quiz.htm">https://www.mindtools.com/pages/article/ei-quiz.htm</a></p> <p>Take the <b>Multiple Intelligence Assessment</b> <a href="https://www.literacynet.org/mi/assessment/findyourstrengths.html">https://www.literacynet.org/mi/assessment/findyourstrengths.html</a></p> <p>These assessments are due on <b>February 15</b>.</p> <p><b>Start the Reflection paper worksheet (See instructions in this syllabus package).</b></p> <p><b>Due by midnight February 22..</b></p> <p><i>What have you learned about yourself?</i></p> <p><i>What are your learning strengths and weaknesses?</i></p> <p><i>What are your personality strengths and challenges?</i></p> <p><i>What did you learn about your emotional intelligence and multiple intelligences?</i></p> <p><i>What about your learning style (VARK)?</i></p> <p><i>What about your Mindset and GRIT?</i></p> <p><i>What goals are you setting for yourself?</i></p> <p><i>What is your plan for reaching these goals?</i></p> <p>Use the reflection rubric and worksheet attached to your syllabus. Email me a copy of your paper attached as a Word or pdf file.</p> <p><b>Check out this goal-setting resource:</b> <a href="https://www.caltra.co/">https://www.caltra.co/</a></p>
9 Feb 15	VARK Emotional Intelligence Multiple intelligence	<p>Emotional intelligence, MI, VARK are due.</p> <p>Homework: View the following videos and take notes!</p> <p>Howard Gardner on Multiple Intelligences: <a href="https://www.youtube.com/watch?v=s2EdujrM0vA">https://www.youtube.com/watch?v=s2EdujrM0vA</a> [Short introduction]</p> <p><a href="https://www.youtube.com/watch?v=IfzrN2yMBaQ">https://www.youtube.com/watch?v=IfzrN2yMBaQ</a> [Take notes on this lecture with Dr. Gardner.]</p> <p>Emotional Intelligence (Daniel Goleman on how to manage ourselves and our</p>

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<sup>4</sup> When you are assigned to take an assessment you can either print out the results or show me a screenshot on your phone to earn credit for the assignment. Some websites will send promotional/sales information; participation in those activities is NOT a part of the course.

		relationships): <a href="https://www.youtube.com/watch?v=pt74vK9pgIA">https://www.youtube.com/watch?v=pt74vK9pgIA</a> <b>Begin group assignment to research questions regarding learning styles. Prepare a group PowerPoint to answer the questions given in class. Be prepared to answer questions your classmates or professor may have.</b> <b>Group presentation due March 1.</b>
10 Feb 20	Library Research	Guest presenter: Tracey Pineda Start your <b>Time Monitor</b> ; due in class on <b>February 27</b> .
11 Feb 22	I Create It All <b>Career Profile</b>	<b>Reflection paper is due by midnight.</b> <b>Identification of the success traits and characteristics:</b> Select someone in a career field of interest to you. Contact this individual and schedule a time for an interview. Follow the rubric in your syllabus packet to develop a paper about the traits that make this person successful in his/her field. This assignment is the <b>Career Success Profile. Your Career Profile will be due by midnight March 20.</b> <b>Read chapters 7 and 8 in <i>Learn Like a Pro</i>. Keep tracking your time on the Time Monitor.</b>
12 Feb 27	Organization/ Time Budgeting	<b>Time Monitors are due today; Time Planners will be due March 6.</b> Watch video on time management: <a href="https://innovativeeducators.wistia.com/medias/lqwrby2o">https://innovativeeducators.wistia.com/medias/lqwrby2o</a> <b>Memory Presentations. Due March 6.</b> Directions: Select a memory resource (website, video, library reference that you think is especially useful); be prepared to demonstrate it to the class and explain why you selected it. <b>View Time Management Tips from</b> <a href="https://www.youtube.com/watch?v=F_TujxpW-fs">https://www.youtube.com/watch?v=F_TujxpW-fs</a> <b>Check out these time management resources:</b> <a href="https://www.mystudylife.com/">https://www.mystudylife.com/</a>
Mar 1		<b>Group Work Day</b> <b>NO CLASS</b>
13 Mar 6	<b>Group Presentations</b> <i>The Noticer</i> Discussion	<b>Group presentation day; research summary reports due.</b> <b>Time Planners are due.</b> <b>What was your favorite story in <i>The Noticer</i>?</b> <b>Read chapters 4 and 5 in <i>Learn Like a Pro</i>.</b> View the video on Learning Styles and take notes: <a href="https://www.youtube.com/watch?v=855Now8h5Rs">https://www.youtube.com/watch?v=855Now8h5Rs</a>
14 Mar 8	Memory: <b>Individual Presentations</b>	Memory Presentations <b>Read chapter 9 in <i>Learn Like a Pro</i>.</b> <b>Watch the Benefits of Exercise:</b> <a href="https://www.youtube.com/watch?v=BHY0FxzoKZE">https://www.youtube.com/watch?v=BHY0FxzoKZE</a> <b>Check out these resources:</b> <a href="https://www.supermemo.com/">https://www.supermemo.com/</a> <a href="https://apps.ankiweb.net/">https://apps.ankiweb.net/</a>
15 Mar 20	Reading	Take notes over chapter 4 in <i>Learn Like a Pro</i> . <b>Check out this resource:</b> <a href="https://vocapp.com/">https://vocapp.com/</a>
<b>Spring Break</b>		
16 Mar 22	Note taking	<b>Read and take notes on chapters 10 and 11 in <i>Learn Like a Pro</i>. Due March 27.</b> <b>Check out these resources:</b> <a href="https://bubbl.us/">https://bubbl.us/</a> <a href="https://www.studyblue.com/">https://www.studyblue.com/</a> <a href="https://www.retrievalpractice.org/">https://www.retrievalpractice.org/</a> <b>Career Success Profile is due by midnight tonight.</b>
17 Mar 27	Test-taking	Test-taking assignment due <b>March 29</b> . (Instructions will be provided in class.) <b>Check out this resource:</b> <a href="https://www.google.com/">Google</a> quizlet.
18 Mar 29	Review Day for Exam One	<b>Start working on your group projects. See instructions on long -term project in the syllabus. Due April 26.</b> <b>Capstone Presentation:</b> What have you learned as a result of being in this class? How has this course changed you as a student? How will you use what you have learned and the skills you have acquired to improve your life? Be sure to include your LASSI pre-



		and post-results and your degree plan. <b>LASSI post-test due April 26; Capstone Presentation due May 3.</b>
19 Apr 3	<b>EXAM ONE: No Class Meeting</b>	Exam 1 will be sent to you before noon on <b>today</b> and will be <b>due by midnight on April 10.</b>
20 Apr 5	Finances/Money Management	Guest speaker <b>Samantha Goldie, Director of the SPC Foundation</b> <i>Check out these resources:</i> <a href="https://www.aie.org/resources/coaching-corner/">https://www.aie.org/resources/coaching-corner/</a> <a href="https://www.aie.org/resources/tools-and-calculators/">https://www.aie.org/resources/tools-and-calculators/</a>
21 Apr 10	Title IX	Guest Speaker: <b>Brant Farrar, Professor of Sociology</b> <a href="https://www.youtube.com/watch?v=pZwvrXVavnQ">https://www.youtube.com/watch?v=pZwvrXVavnQ</a> <a href="https://www.youtube.com/watch?v=77ORER_LAZI">https://www.youtube.com/watch?v=77ORER_LAZI</a>
22 Apr 12	Health and Wellness	Guest Speaker: <b>Dee Dee Odorizzi, Director of the Physical Education Complex and Professor of Kinesiology.</b>
23 Apr 17	Campus Safety <b>Note:</b> We will meet at the Lubbock Career and Technical Center down the street (39 <sup>th</sup> and Q) in LBK 131.	Guest Speaker: <b>Nickolis Castillo, Executive Director of Administrative Services and former SPC Chief of Police</b> Homework: Be sure you have taken the LASSI post test. Go to <a href="https://www.collegelassi.com/lassi/">https://www.collegelassi.com/lassi/</a> School Number: <b>82324</b> User Name: <b>mpxk</b> User Password: <b>ykw</b> <b>Due May 1.</b> <b>Remember: Degree plans also are due by midnight May 1.</b>
24 Apr 19	<b>EXAM TWO: No class meeting.</b>	<b>Exam 2</b> will be emailed to you before noon on <b>April 17</b> and will be <b>due by midnight on April 19.</b>
25 Apr 24	<b>Groupwork</b>	Meet to finalize your project.
26 Apr 26	<b>Group Film Projects</b>	<b>Your time to shine!</b> ★
27 May 1	<b>Research/Work</b>	No class today. Research your major/career field and work on your final <b>Capstone Presentation.</b> LASSI post-test and degree plan due by midnight tonight.
28 May 3	<b>You: Capstone Presentation</b>	Course Evaluations
<b>Finals May 8-11</b>		
<b>FINAL PAPER DUE BY MIDNIGHT, MAY 8,</b>		

**Everything on this syllabus is subject to change.**

**Important Dates to Remember:** January 16 last day for 100% refund; January 26 last day for 70% refund; January 30 last day for 25% refund. March 10 - 19 all campuses closed for spring break; April 7 campus closed for Easter. April 10 online registration begins for spring interim, summer and fall registration; May 3 last day to drop classes; May 5 last class day.

**Reflection Paper General Instructions and Rubric**

**Purpose:** Throughout your education, you will be expected to provide evidence that you both understand material and have certain knowledge and skills. One way of doing this is to produce a well-written and thoughtful response to important questions and issues facing both you as an individual and society as a whole. Therefore, you will be asked on several occasions and in several different courses to develop reflective responses on various topics.

**Topic:** As a result of all the assessments and assignments you have done in this course, what have you learned about yourself? What are your learning strengths and weaknesses? How will you improve? What are your personality strengths and challenges? How will you improve?

**Format:** A reflection paper should be 2-3 pages long, typed, double-spaced and in a 12 point regular font (such as Times New Roman or Arial) with one-inch margins. This paper should reflect your thinking process about the questions posed and will be used as proof of your understanding of yourself as revealed by the assessments and concepts and issues discussed in class.

**Grading Rubric:** The following rubric will be used to evaluate your work.

<b>Reflection Paper Rubric</b>	<b>Exceeds Standards 3 points</b>	<b>Meets Standards 2 points</b>	<b>Unsatisfactory 1-0 points</b>	<b>Score</b>
<b>Format</b>	Paper is neatly typed, double-spaced, 10-12 point regular font, one-inch margins, and 2-3 pages in length	Paper is neatly typed, double-spaced, 10-12 point regular font, one-inch margins and 1-2 pages in length	Formatting rules ignored, shorter than 1 page	
<b>Grammar and Spelling</b>	No errors.	1-2 minor errors.	Lacks basic proofreading or contains major errors.	
<b>Organization</b>	Well-organized, well written, easy to read and understand.	Well-organized but “flow” could be improved.	Organization lacking and observations/points difficult or impossible to follow.	
<b>Reflection</b>	Shows strong evidence of reasoned reflection and depth.	Shows evidence of reasoned reflection.	Lacks reflection and depth.	
<b>Includes information from LASSI, Type, GRIT, Mindset, emotional intelligence, VAK, VARK, multiple intelligence</b>	Provides excellent support for claims, cites specific scores from the assessments used in the course.	Provides support for claims.	No support for observations/claims.	
<b>Completeness</b>	Addresses all 5 elements contained within the stated objective(s) of assignment and extends beyond.	Addresses most elements contained within the stated objective(s) of assignment.	Fails to address the elements contained within the stated objective(s) of assignment.	
<b>Total</b>				

At the top of the first page include: Your name and the date. *It is not necessary for you to provide a cover sheet. Please email your paper to me ([gmalone@southplainscollege.edu](mailto:gmalone@southplainscollege.edu)). Name your file reflectionpaperEDUC1300sp2023yourname (example: reflectionpaperEDUC1300sp2023gmalone).*

**Reflection Paper Worksheet**

Amen Brain Type	What is your Brain Type? What is your understanding of your type? Is this new information for you? What do you think/how do you feel about this information? Have you discovered some ideas about ways to change how you study and learn?	
Mindset quiz	Do you have a growth or fixed mindset? How did this quiz make you feel? Do you plan to make any changes because of what you learned by taking this quiz?	
LASSI	What are your three highest scores? Do you agree or disagree? What are your three lowest scores? Do you agree or disagree? Which is higher for you: Skill, Will or Self-regulation? Which is lowest? Did the results surprise you? Are you making an Action Plan to change?	
Grit Scale	How gritty are you? Did the results of this assessment surprise you? How does this match your self-perception?	
Typology	Are you an E or an I? Are you an S or an N? Are you a T or an F? Are you a P or a J? Were you 75% or higher in any area(s)? How do you feel about the outcome? Do you agree or disagree with the results? Have any of these factors been an issue for you in the past? Have you thought about how your personality affects the choices you make and your performance?	
Multiple Intelligence	Had you ever considered the concept of multiple kinds of intelligence? Before you took the inventory, what did you think about your areas of intelligence? Where are you strongest? Are there areas where you feel challenged?	
VARC	Do you agree with the results of the VARC? How does this affect your study skills?	
Emotional Intelligence	Do you agree/disagree with the EQ score? How does your emotional intelligence affect your life (as a student, parent, sibling, friend, employee/er)?	
<b>Other Observations:</b>		

**Summarize:** Overall, what were the most surprising things you learned as a result of these self-assessments? What affirmed what you already knew about yourself? What new things did you learn about yourself? In what ways, do you want to change or improve?

What is your **ACTION PLAN** for the semester? What things are you going to do as a result of your self-knowledge?

**EDUC 1300 Group Research Presentation**

The state of Texas has identified six core objectives for courses taught at Texas colleges and universities. These are:

- **Critical Thinking Skills** - creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** - effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** - manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- **Teamwork** - ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- **Social Responsibility** - intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
- **Personal Responsibility** - ability to connect choices, actions and consequences to ethical decision-making.

The purpose of the group project is to exercise, strengthen and demonstrate Critical Thinking Skills (CR), Communication Skills (CM), Teamwork (T), and Personal Responsibility (PR).

The assignment is to work in groups, gathering information to address assigned questions through research, summarizing your findings and presenting your conclusions to the class in a PowerPoint presentation. Your presentation should be 5 – 10 minutes in length. Be prepared to discuss your presentation and answer questions regarding your conclusions.

Group Presentation Rubric	Exceeds Standards 3 points	Meets Standards 2 points	Unsatisfactory 1-0 points	Score
<b>Selection of Content (CR)</b>	Thoroughly addresses the assigned questions	Addresses the assigned questions	Fails to address the assigned questions	
<b>Quality of content (CM)</b>	Excellent use of library resources	Good use of library resources	Lacking in use of library resources	
<b>Organization (CM)</b>	Well-organized, easy to understand	Organized, but lacking coherency	Organization lacking and story difficult or impossible to follow	
<b>Involvement (PR, T)</b>	Shows strong evidence of involvement and participation from the entire group	Shows evidence of good group participation	Shows lack of group participation	
<b>Overall quality of the project (CR, CM, T, PR)</b>	Excellent	Good	Insufficient	
<b>Teamwork (T)</b>	Completion of group evaluation; average of the group score		Failure to complete the group evaluation; average of group score.	



Comments:

## EDUC 1300 Career Profile

A **Career Profile** is a paper about a person in the career field or occupation that you have chosen or are interested in learning more about. Dave Ellis, author of *Becoming a Master Student*, has identified qualities of a master student; he says the qualities are *inquisitive, able to focus attention, willing to change, able to organize and sort, competent, joyful, able to suspend judgment, energetic, well, self-aware, responsible, willing to take risks, willing to participate, a generalist, willing to accept paradox, courageous, self-directed, spontaneous, relaxed about grades, tech savvy, intuitive, creative, willing to be uncomfortable, optimistic, willing to laugh, hunger, willing to work and caring.*

Make an appointment to interview a person in your chosen field and ask her or him what s/he thinks about these qualities and if they apply in your chosen career. Ask which of these characteristics/qualities are more important in that career. Ask about her/his accomplishments in life and the greatest lessons he/she has learned. After the interview, decide which of the qualities you see most strongly in that individual. Write a Career Profile about this person to share with the class.

**Format:** Your Master Student paper should be 1-3 pages long, typed, double-spaced and in a 12 point regular font (such as Times New Roman or Arial) with one-inch margins. This paper should reflect your understanding of the assignment and why you chose this person for your **Career Profile**.

**Grading Rubric:** The following rubric will be used to evaluate your work.

Master Student Rubric	Exceeds Standards 3 points	Meets Standards 2 points	Unsatisfactory 1-0 points	Score
<b>Format</b>	Paper is neatly typed, double-spaced, 10-12 point regular font, one-inch margins, and 1-3 pages in length	Paper is neatly typed, double-spaced, 10-12 point regular font, one-inch margins and 1-2 pages in length	Formatting rules ignored, shorter than 1 page	
<b>Grammar and Spelling</b>	No errors.	1-2 minor errors.	Lacks basic proofreading or contains major errors.	
<b>Organization</b>	Well-organized, well written, easy to read and understand.	Well-organized but "flow" could be improved.	Organization lacking and observations/points difficult or impossible to follow.	
<b>Reflection</b>	Shows strong evidence of reasoned reflection and depth.	Shows evidence of reasoned reflection.	Lacks reflection and depth.	
<b>Includes reference to the qualities of the Master Student</b>	Provides excellent support for claims, cites specific qualities listed in the instructions.	Provides support for claims and lists a few specific qualities listed in the instructions.	No support for observations/claims.	
<b>Completeness</b>	Satisfies all criteria for the assignment; a Success Profile is produced.	Addresses most criteria for the assignment.	Fails to address criteria for the assignment.	
<b>Total</b>				

At the top of the first page include:

Your Name

Date

Class & Semester

*It is not necessary for you to provide a cover sheet. But, if you do, include the same information on your cover sheet. Please email a copy of your paper to [gmalone@southplainscollege.edu](mailto:gmalone@southplainscollege.edu). Name your file CareerEDUC1300sp2023yourname (Example: CareerSuccessEDUC1300sp2023gmalone).*



### EDUC 1300 Group Film Project

The state of Texas has identified six core objectives for courses taught at Texas colleges and universities. These are:

- **Critical Thinking Skills** - creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** - effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** - manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- **Teamwork** - ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- **Social Responsibility** - intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
- **Personal Responsibility** - ability to connect choices, actions and consequences to ethical decision-making.

The purpose of the group project is to exercise, strengthen and demonstrate Critical Thinking Skills (CR), Communication Skills (CM), Teamwork (T), and Personal Responsibility (PR).

The assignment is to prepare a video selecting a topic related to college success. Meet with your group and working as a group, identify and select content covering what it takes to be successful in college.

- Write a script; there needs to be a story line, not just interviews.
- Cast characters for the video.
- Film the presentation.
- Present the finished video to the class. **You need to save your video to a thumb drive or as a YouTube video.**

Group Project Rubric	Exceeds Standards 3 points	Meets Standards 2 points	Unsatisfactory 1-0 points	Score
Selection of Content (CR)	Excellent selection of topics	Good selection of topics	Minor/insignificant topics selected	
Quality of content (CM)	Additional information beyond the class is incorporated	Good presentation of information	Lacking important/pertinent information	
Organization (CM)	Well-organized, easy to understand	Organized, but lacking coherency	Organization lacking and story difficult or impossible to follow	
Involvement (PR, T)	Shows strong evidence of involvement and participation from the entire group	Shows evidence of good group participation	Shows lack of group participation	
Overall quality of the project (CR, CM, T, PR)	Excellent	Good	Insufficient	
Teamwork (T)	Completion of group evaluation; average of the group score		Failure to complete the group evaluation; average of group score.	
<b>Total</b>				

The Teamwork score will be an average from the evaluation from other members of your team.

**EDUC 1300**  
**Evaluation Form for Group Work**

Your name \_\_\_\_\_

Write the name of each of your group members in a separate column. For each person, indicate the extent to which you agree with the statement on the left, using a scale of 1-4 (1=strongly disagree; 2=disagree; 3=agree; 4=strongly agree). Total the numbers in each column.

Evaluation Criteria	Group member:	Group member:	Group member:	Group member:
Attends group meetings regularly and arrives on time.				
Contributes meaningfully to group discussions.				
Completes group assignments on time.				
Prepares work in a quality manner.				
Demonstrates a cooperative and supportive attitude.				
Contributes significantly to the success of the project.				
TOTALS				

Feedback on team dynamics:

1. How effectively did your group work?
2. Were the behaviors of any of your team members particularly valuable or detrimental to the team? Explain.
3. What did you learn about working in a group from this project that you will carry into your next group experience?

Adapted from a peer evaluation form developed at Johns Hopkins University (October, 2006)

### Capstone Presentation General Instructions and Rubric

**Purpose:** Throughout your education, you will be expected to provide evidence that you both understand material and have certain knowledge and skills. One way of doing this is to produce a well-written and thoughtful response to important questions and issues facing both you as an individual and society as a whole. Therefore, you will be asked on several occasions and in several different courses to develop reflective responses on various topics and to write and present in different formats to varying audiences.

**Topic:** As a result of everything you have learned in this course, describe your progress as a student this semester. Refer to your pre- and post-LASSI assessments, other assessments you took during the course, any videos we watched or readings assigned, information provided by the instructor and guest speakers in summarizing your experience this semester. Explain how you have changed as a student and an individual throughout the progress of the semester. Include your degree plan.

**Audience:** The audience is the professor and other students in the course.

**Presentation Format:** Your presentation may be a PowerPoint or Prezi or another presentation format if you wish. If you have any questions, please consult with your instructor. Your paper will be graded according to the rubric below.

### Capstone Rubric

	1	2	3	4	Total
<b>Creativity</b>	Inappropriate choice of medium; boring, lackluster.	Typical medium for project presentation selected with minimal effort or skill demonstrated.	Mastery of a standard medium for project presentation	Creative, innovative, and interesting medium for presentation	
<b>Organization</b>	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.	
<b>Content: What have you learned about yourself this semester?</b>	Student does not reference any class assessments or activities in project.	Only a few assessments or activities are discussed/presented.	Student includes reference to several assessments done in class as well as a variety of activities.	Student demonstrates full knowledge (more than required) including reference to numerous assessments and class activities.	
<b>Analysis (Personalization)</b>	Student does not draw any conclusions.	A conclusion or summary is included.	A few conclusions and insights are shared.	Careful and thoughtful analysis of what the class has meant to the student is presented.	
<b>Analysis (Application)</b>	Student does not indicate how any information will be applied.	Student mentions one or two applications.	Student names several applications.	Student names and explains several applications of the information covered in the course.	
<b>Presentation</b>	Student reads all of report with no eye contact; fails to stay within time limit constraints. Tense,	Student occasionally uses eye contact, but still reads most of report; does not satisfy suggested time recommendations.	Student maintains eye contact most of the time but frequently returns to notes. Movement	Student maintains eye contact with audience, seldom returning to notes. Movement adds to	

	no movement. Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Movement stilted. Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation	relaxed Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	understanding of major points. Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	
				<b>Total Points:</b>	

**Comments:** At the top of the first page include: Your Name, Class and Semester. *Please email a copy of your presentation to ([gmalone@southplainscollege.edu](mailto:gmalone@southplainscollege.edu)). Name your file CapstoneEDUC1300sp2023yourname (example: CapstoneEDUC1300sp2023gmalone).*

### Final Paper General Instructions and Rubric

**Purpose:** Throughout your education, you will be expected to provide evidence that you both understand material and have certain knowledge and skills. One way of doing this is to produce a well-written and thoughtful response to important questions and issues facing both you as an individual and society as a whole. Therefore, you will be asked on several occasions and in several different courses to develop reflective responses on various topics and to write in different formats to varying audiences.

**Topic:** What do students need to know to be successful in college? What are the things that you now know that you wish you had known before? What can students expect from taking this course?

**Audience:** The audience college students who will take this course next semester.

**Format:** A letter written to future students, 1-3 pages long, typed, double-spaced and in a 12 point regular font (such as Times New Roman or Arial) with one-inch margins. Give advice as to what you thought was most important and what helped you the most. What do you wish you had known before you started college?

**Grading Rubric:** The following rubric will be used to evaluate your work.

Letter Rubric	Exceeds Standards 3 points	Meets Standards 2 points	Unsatisfactory 1-0 points
<b>Format</b>	Paper is neatly typed, double-spaced, 10-12 point regular font, one-inch margins, and 1-3 pages in length	Paper is neatly typed, double-spaced, 10-12 point regular font, one-inch margins and 1-2 pages in length	Formatting rules ignored, shorter than 1 page
<b>Grammar and Spelling</b>	No errors.	1-2 minor errors.	Lacks basic proofreading or contains major errors.
<b>Organization</b>	Well-organized, well written, easy to read and understand.	Well-organized but “flow” could be improved.	Organization lacking and observations/points difficult or impossible to follow.
<b>Reflection</b>	Shows strong evidence of reasoned reflection and depth.	Shows evidence of reasoned reflection.	Lacks reflection and depth.
<b>Includes information from the course</b>	Provides excellent support for claims, cites specific examples	Provides support for claims.	No support for observations/claims.
<b>Completeness</b>	Addresses all elements contained within the stated objective(s) of assignment and extends beyond.	Addresses most elements contained within the stated objective(s) of assignment.	Fails to address the elements contained within the stated objective(s) of assignment.

At the top of the first page include:

Your Name

Date

Class & Semester: *It is not necessary for you to provide a cover sheet. But, if you do, include the same information on your cover sheet. Please email a copy of your paper to [gmalone@southplainscollege.edu](mailto:gmalone@southplainscollege.edu). Name your file FinalPaperEDUC1300sp2023yourname (example: FinalPaperEDUC1300sp2023gmalone).*

EDUC 1300 Spring 2023

Assignment Checklist: You can use this checklist to keep track of your grade in the course.

Assignments	Due Date	Your pts	Max pts
1. Paper (150- 300 words) about yourself, why you are taking the course, and what you want to learn this semester.	Jan 25		100
2. Brain Type Result (online)	Jan 30		100
3. Mindset Quiz (online)	Feb 6		100
4. GRIT Scale (in-class)	Feb 6		100
5. LASSI (online; remember your student key )	Feb 8		100
6. Typology (AKA MBTI, online)	Feb 13		100
7. VARK (online)	Feb 15		100
8. Multiple Intelligence	Feb 15		100
9. Emotional Intelligence Quiz (online)	Feb 15		100
10. Reflection Paper (and Self-Assessment sheet)	Feb 22		300
11. Time Monitor	Feb 27		100
12. Group Presentation – research questions	Mar 1		300
13. Memory Presentations	Mar 6		100
14. Career Paper	Mar 20		300
15. Notetaking Assignment	Mar 22		100
16. Test-taking Assignment	Mar 27		100
17. Major Exam 1 (Skills topics, readings)	Apr 3		300
18. Major Exam 2 (Guest speakers)	Apr 17		300
19. Group Project: Film/Video	Apr 24		300
20. LASSI post-test	Apr 26		100
21. Proof of degree plan	May 1		300
22. Capstone Presentation	May 1		300
23. Final: Letter to Future Students	May 8		100
<b>TOTAL</b>			<b>3,900</b>

Contract for Dr. Malone's EDUC 1300 Course  
South Plains College

By signing this contract, I affirm that I have read the syllabus and understand its contents. I understand the course objectives, attendance policy, and how my grade will be calculated for this course.

I understand that some assignments require access to a computer with Internet connectivity and a printer. I know that computers with Internet and printers are available here at SPC Downtown Lubbock Campus. **I understand that late work is not accepted for course credit.**

I affirm that I understand the policy on academic integrity and the consequences of not doing my own work and/or of cheating.

I understand I am expected to treat others in the class as I wish to be treated myself.

I understand that it is my responsibility to ask questions when I do not understand something. I understand that I need to check my **SPC student email** daily for messages from my professor. I understand that I can contact my professor at [gmalone@southplanscollege.edu](mailto:gmalone@southplanscollege.edu) at any time and expect a **reply within 24 hours**.

I understand that work I submit may be used as an example of classwork (keeping my identity confidential).

I understand that if I have a problem or special need, it is my responsibility to let my professor know.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date



\_\_\_\_\_  
January 18, 2023

\_\_\_\_\_  
Professor Signature

\_\_\_\_\_  
Date